Workshop 4
Facilitator's Guidance

The following is intended as guidance for each of the facilitators and recorders in conducting the breakout groups at the December 4 workshop. This guidance follows the format of the agenda for the breakout groups. The agenda is attached. You will have the following items available for your use:

- Two easels with pads of paper, plus an extra pad.
- Plenty of colored markers
- A large copy of the agenda for wall display
- Enlargements of the solution principles and objectives (attached)
- An enlargement of the example preliminary boundary alternative, with the actions and conflicts (attached)
- A large blank sheet to record additional/modified actions

Participants will have the following items available as handouts:

- Copy of the example preliminary boundary alternative
- List of categories and actions (table of contents from Appendix B)

Introductions

Start the breakout group with introductions to break the ice and help people get to know each other. The introductions will also help you identify the interests you have in your group and people's names, which you can use throughout the session. Ask people to identify who they are, their affiliation or who they represent. Consider asking them to add something of a more informal nature such as their favorite hobby, what they are going to do today to have fun, where they went on their last vacation, or some such thing.

Review Agenda and Ground Rules (15 minutes)

Review the meeting purpose and desired outcomes. These are listed on the agenda. They establish a direction or target for the group discussion. "Here's what we want to accomplish over the next two and a half hours..." You should tie your opening comments to the presentations that Lester and Dick make to the full group. Don't worry about repeating what they said. You are reinforcing the direction of the breakout group and showing consistency with the overall workshop.

Review the activities identified on the agenda. "These activities are the steps we will go through as a group to have the most productive discussion and produce some results that will be valuable and interesting to the larger group." The questions on the agenda are presented to provide some guidance for the discussion during each activity. Check to see if there is agreement

to move forward with these activities.

Work with the group to establish some approximate durations for each of the activities.
Maybe 45 minutes for discussion, 75 minutes for discussing actions, and 30 minutes for review and preparing the group report. Identify someone in the group who can help keep the group on time by noting when there are 15 minutes and 5 minutes left for each activity. You can then use the timekeeper's reports to check with the group if they want to change the time allocation for an activity.

Discuss ground rules. "We have a lot to accomplish in a short period of time, so I would like to establish a few ground rules to keep us focused. Let's take a minute and put a list together. I have a few suggestions to start. And we can add to the list. Obviously, we want to be respectful of each other. I think we all need to be concise in making our points to give everybody time to speak. It will also be much easier if we have only one discussion we all focus on and only one person talking at a time. Are there other guidelines that will help us be productive?" (Discussion) "I have also found that it is important to recognize we are in the brainstorming, creative phase so there are no bad ideas, we want to hear them all."

Identify someone to report to the larger group. Try to identify someone who will give a good presentation. You can reassure people that the whole group will help identify key points and prepare the report. The questions on the agenda will also help the reporter.

Discuss Example Preliminary Boundary Alternative

The purpose of this discussion is to get everybody's ideas out on the table. Facilitators should focus on fostering discussion by asking open ended questions. It is generally a good idea to start with the positive. "What did you like about this alternative? What are the advantages of this alternative? What does it do well?" You may get drawn into explaining or defending the alternative. Keep steering people back to their reactions and perspectives. The alternative is only a starting point for discussion. Restrain yourself from trying to synthesize or organize the comments. Seek clarity and completeness. "Tell me more. Are there other concerns?" Recorders should be writing everything down. There should be something recorded from everyone who speaks.

As the comments start to repeat or run out of gas, work with your recorder and the group to identify the significant concerns or concerns shared by many in the group. "Let's look at what we have listed out on the flipcharts and see if there are commonalities. I heard a lot of concerns about _____." Recorders can use different colors to highlight key points from the lists. This discussion will help focus the group for the next activity and help the reporter prepare the key points.

Identify and Discuss Additional Actions to Improve Example

Using the main points from the previous activity you can **ask the group what actions would address a major concern.** Pick one to start where you have a good idea that people have actions in mind. It is probably a good idea to brainstorm with the group all of the actions that might

address the concern. Focus the group on listing them all quickly on the flipcharts. Participants can identify actions from their own experience or the list of actions they have as a handout. When the listing is done, you can go back and discuss each one. **Probe the individual and then the group about why that action would help.** Identify if there are particular ways to implement the action to make it more effective. As you discuss and clarify the set of actions to address a concern, you can work with the group to decide which actions should be added to the wall-sized matrix. Note with an X the conflict(s) the group feels the action will address. Recorders should also summarize the rationale on the matrix. If the rationale doesn't fit and/or there are important points on the flipcharts, use footnotes on the matrix and flipcharts to cross reference (use Arabic numbers, circled, in the same color throughout).

Review Process and Prepare Summary Report

Be sure your timekeeper warns you to save enough time to **summarize the work your group has done.** Start by asking the group to help the reporter identify the key points to be reported to the larger group about the advantages and disadvantages of the example and recommended improvements by the group. Be sure the group identifies both where there was agreement and where there were differences of opinion. The matrix is a good tool for the reporter to use in front of the larger group (visuals help). Remember the report should reflect the group results and foster some questions and discussion among the larger group.

Spend the last 15 to 20 minutes **identifying comments on and reactions to the alternatives generation process** (or summarizing, if you have already heard some). What are the suggestions from the group for clarifying or improving the process. Seek group agreement on suggestions.

Check to be sure the reporter is still comfortable with the role, clear on the group results, or if he/she needs your help or the group's help.

Thank everybody for their hard work! Accept their congratulations gracefully!

Breakout Group Agenda

Purpose

1. Discuss advantages and disadvantages of Example Preliminary Boundary Alternative
2. Identify improvements to Example Preliminary Boundary Alternative and develop rationale
3. Improve understanding of alternatives generation process

Outcomes

1. Improved alternative
2. Listing of rationale for assembling and combining actions
3. Report to large group on results and process

Activities

Introductions

Review Agenda and Ground Rules

Discuss Example Preliminary Boundary Alternative

What are the advantages of the Example Preliminary Boundary Alternative?.
What are the problems/concerns with the Example?

Identify and Discuss Additional Actions to Improve Example

What actions would improve the Example? Why?
How could the example better meet the Solution Principles? Why?

Review Process and Prepare Summary Report

What are the advantages and disadvantages of the Example Preliminary Boundary
Alternative identified by the group?
What improvements did the group make and why?
What was the group's experience with the alternatives generation process?
What recommendations would the group make about assembling alternatives?

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Solution Principles

Reduce conflicts in the system—A solution will reduce major conflicts among beneficial users of water.

Equitable—An equitable solution will focus on resolving problems in all problem areas. Improvements for some problems will not be made without corresponding improvements for other problems.

Affordable—An affordable solution will be one that can be implemented and maintained within the foreseeable resources of the Program and stakeholders.

Durable—A durable solution will have political and economic staying power and will sustain the resources it was designed to protect and enhance.

Implementable—An implementable solution will have broad public acceptance, legal feasibility and will be timely and relatively simple compared with other alternatives.

No significant redirected impacts—A solution will not solve problems in the Bay-Delta system by redirecting significant negative impacts, when viewed in its entirety, in the Bay-Delta or other regions of California.

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Primary Objectives

Ecosystem Quality

Improve and increase **aquatic habitats** so they can support the sustainable production and survival of native and other desirable estuarine and anadromous fish in the estuary.

Improve and increase important **wetland habitats** so they can support the sustainable production and survival of wildlife species.

Increase population health and population size of **Delta species** to levels that assure sustained survival.

Water Supply

Reduce the **conflict between beneficial uses** and improve the ability to transport water through the Bay-Delta system.

Reduce the **uncertainty** of Bay-Delta system water supplies to help meet short- and long-term needs.

Water Quality

Provide good water quality in Delta water exported for **drinking water** needs.

Provide good Delta water quality for **agricultural use**.

Provide good Delta water quality for **industrial use**.

Provide good Delta water quality for **recreational use** within the Delta.

Provide improved Delta water quality for **environmental needs**.

System Vulnerability

Manage the risk to **existing land use, associated economic activities and infrastructure** from gradual deterioration of Delta conveyance and flood control facilities and catastrophic inundation of Delta islands.

Manage the risk to **water supply facilities and operations** in the Delta from catastrophic inundation of Delta islands.

Manage the risk to **water quality** in the Delta from catastrophic inundation of Delta islands.

Manage the risk to **existing Delta ecosystem** from gradual deterioration of Delta conveyance and flood control facilities and catastrophic inundation of Delta islands.

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